

## Educational Project: Centres ACCESS: Cleghorn, Guimond, Darwin November 2022 Report

Our Educational Project has emerged from the collective reflection of our school staff and through consultation with our school community. It stems from our specific context, reality and needs, this in the best interest of our students and their ongoing success. It outlines the challenges, orientations, and objectives that we, as a school, have prioritized for the next years. It also provides the indicators that will allow us to concretely observe our progress towards the attainment of our targets within the set objectives. In 2019-2020, efforts were invested into fine-tuning this Educational Project and its selected data sources to track progress effectively. We also worked on developing and implementing the related Action Plan, detailing the chosen strategies and tools through which we intended to address the chosen priorities, measure progress, and achieve our objectives.

As stated in our mid-year report in December 2019, the 2019-2020 school year was the first year of implementation of this Educational Project. In March 2020, however, our efforts were suddenly halted due to the worldwide pandemic with which we are still dealing. This health crisis interrupted our actions and interventions as well as our data collection. Despite significant efforts from our school team, the ongoing covid-19 reality has impacted teaching and learning. At the end of the 2021-2022 school year, this situation led to altered evaluation and reporting, thereby compromising our access to required student learning data such as end-of-year marks. Consequently, we cannot fully report on our progress towards attaining set targets for that year. Through this annual report, we therefore reflect on the school years within these limitations. We provide a brief update on the **actions** completed for each of the objectives identified by our school team. We also outline the **means** we used to **track** both the efficiency of our actions and student progress in the targeted areas.

Also, it is important to note the growth of this cluster as we added one more 'Point de service' – ACCESS Ste-Julie and the major growth of our online courses which are now regrouped under our Online Campus.

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### Educational Project Overview

CHALLENGES	ORIENTATIONS	OBJECTIVES
<b>Retention</b>	Through a collaborative process, the challenge identified by the School Success team was retention. This challenge was identified after careful consideration of student profiles and data collected. In 2017, as a baseline ACCESS Cleghorn had a total of 1416 students enter a Vocational program or Adult General Education program and had 254 students leave their studies resulting in a 82% retention rate globally. The intention of the objectives that were chosen and the strategies put into place to achieve these objectives is to assist a greater number of students in completing their educational projects.	<ul style="list-style-type: none"> <li>➤ Increase attendance with students identified as Requiring support measures</li> <li>➤ Improve literacy and numeracy skills in the adult population</li> <li>➤ Maintain, Promote and Diversify Student Life Activities Reflective of Our Multicultural Clientele and Enriching Personal and Social Relationships</li> </ul>

<b>OBJECTIVE</b>	Increase attendance with students identified as Requiring support measures
<b>INDICATOR</b>	MONTHLY ABSENCES
<b>TARGET</b>	REDUCE BY 5% BY 2022
<b>ACTIONS UNDERTAKEN</b>	<p><b>Action # 1</b> Check and Connect<sup>1</sup> Training and Implementation</p> <p><b>Action # 2</b> Develop and implement a common tracking system for late and early departures in both AGE and VT</p> <p><b>Action # 3</b> Implementation of Harm Reduction Strategies</p> <p><b>Action # 4</b> Changing the pedagogical model from traditional to individualized in some programs</p>
<b>MEASURE MONIES DEDICATED TO THIS</b>	MEASURE # ACCROCHE TOI – FP (15197) ET ACCROCHE TOI FGA (15166)

<sup>1</sup> In *Check & Connect*, the "Check" component refers to the process where mentors systematically monitor student performance variables (e.g., absences, tardies, behavioral referrals, grades), while the "Connect" component refers to mentors providing personalized, timely interventions to help students solve problems, build skills, and enhance competence. *reference* <http://checkandconnect.umn.edu/model/default.html>

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OBJECTIVE (IF APPLICABLE)	
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<p><b>Action # 1</b></p> <p>In January 2021, there was a transfer of dossier, and it was observed that unfortunately, most mentors did not want to continue with this initiative as this was adding to their already heavy load due to the continuing pandemic situation.</p> <p>In order to restart this program, the Mentor Guide was modified to give more flexibility to mentors.</p> <p>Over the years, we have seen that because of the movement of personnel, this has been a difficult initiative to sustain.</p> <p>In January 2022, we assigned our newly appointed Social Work Technician, Kelly Waugh, to this program. We currently do not have a lot of students supported but the aim is to achieve 10 supported students by the end of the school year.</p> <p>Since her joining the team, Kelly has tried to reach out to the students and encourage them to participate. However, it seems that students prefer an unofficial mentoring happening in the school and that students are reluctant to “officialize” it.</p> <p>I would like to quote Kelly “(...), I see a lot of mentoring happening organically throughout the school, and it seems to work.”</p> <p>Students are going to teachers in the resource room, the special education technicians, or to their preferred teachers. While no one is officially a Check and Connect mentor at the moment, teachers (e.g. Janet, Cameron and Stanford) seem to have a lot of students who confide in them and seek support. When needed, they refer them to the Social Work Technician for additional support.</p> <p>The Social Work Technician has also added “Koffee with Kelly” visits to the other two satellite Centres, Guimond and Darwin. This enables her to exchange with the students in a more relaxed setting in their own Centres.</p> <p>There is a poster at each campus with her QR code for students to book either a call (voice or video), or to send an email.</p> <p>We have not been able to justify the added advantages of this program, so far, for our students. Mentoring is happening in an informal format successfully and there does not seem to be a need for this additional approach.</p> <p><b>Action # 2</b></p> <p>This initiative has proven more difficult to implement than at first foreseen. Change of personnel and growth of ACCESS pushed the timeline to look at this. In addition, the COVID situation put a halt on our efforts.</p>

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Currently, we are using the tools already in place and will be looking at other ways to get the data required.

### Action # 3

Our new focus continues to be Mental Health this year.

The Mental Health committee meets regularly and decides on the initiatives to put in place each year. Community members sit on this committee to enrich its expertise and initiatives:

Each month, there is a focus and slides are projected in the cafeteria to raise students' awareness. Some of the subjects covered are nutrition and domestic violence.

Mental Health Week will take place on May 22<sup>nd</sup> this year. Every year, during that week, we hold our Annual Virtual Mental Health Walk to raise awareness. Since COVID, we have expanded this activity to be held virtually. It has enabled increased participation at home but also internationally.

We also have additional activities such as:

We will be having presentations through the XOX project on November 28 to sensitize young adults between the ages of 17 to 21 on dating violence.

We are looking at doing Mental Health crisis intervention training in collaboration with ARC.

QR code to reach Kelly Waugh, Social Work Technician, is available to help reach all students (learners in the Centre and online).

The Anti Bullying / Anti Violence committee is working on a plan that will be reviewed each year. They have been working on developing a survey to send to all our students to monitor their experiences. This should be sent this year. This survey will then be used to determine the objectives and actions to be taken in the Centres.

Two sessions of Zootherapy were offered to our students to help manage anxiety levels, in 2021-2022. This was offered in collaboration with CIJAD. These were very successful. This school year, we have expanded our offer and five sessions are planned (of which two have already taken place).

Free licenses of Headspace have been offered to staff and we are continuing to encourage staff to participate.

A Wellness workshop was offered on November 25, pedagogical day, to all staff by the Mental Health Centre of Expertise 'relief'.

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### Action # 4

Two programs are offered using the individualized approach in VT (Secretarial and Automobile Mechanics)

Two individualized courses in AGE (English and History, Math and Sciences)

#### VT:

Staff attended a training session in 2021 on the individualized model in VT.

By moving to an individualized model in Automobile Mechanics and Secretarial, we have increased our number of students in these two programs:

Automobile Mechanics: Increase of 30% since 2017-2018. The data for 2022-2023 is not complete. With the data we have now, we see a slight decrease. This could change before the end of the year.

Secretarial: Increase of 110% since 2018-2019. The data for 2022-2023 is not complete. With the data we have now, we see a slight decrease. This could change before the end of the year.

This change in the delivery model has enabled us to offer these programs where we did not have enough students to start a cohort in the past. The numbers seem to hold even though a slight decrease was noted in both programs.

<b>5798 - Automobile Mechanics</b>			
<b>School year</b>	<b># students</b>	<b>Total hours in the program</b>	<b>Average hours by student</b>
2017-2018	N/A	N/A	N/A
2018-2019	28	17862	637.93
2019-2020	36	34877	968.81
2020-2021	37	32945	890.41
2021-2022	37	16950	458.11
2022-2023*	30	8088	269.60
<b>Total</b>	<b>173</b>	<b>125984</b>	<b>3533.69</b>

<b>5857 - Secretarial Studies</b>			
<b>School year</b>	<b># students</b>	<b>Total hours in the program</b>	<b>Average hours by student</b>
2017-2018	N/A	N/A	N/A
2018-2019	3	708	236.00

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2019-2020	19	11397	599.84
2020-2021	45	30834	685.20
2021-2022	36	14104	391.78
<b>2022-2023*</b>	<b>28</b>	<b>4932</b>	<b>176.14</b>
<b>Total</b>	<b>126</b>	<b>42742</b>	<b>1252.29</b>

*Data recorded as of November, 2022*

Since our last review, we have been working on reducing the amount of time that students take to complete the program in VT. To enable us to do this in a more proactive way, we have looked at the system currently used in the Bricklaying department and will be adapting it to our two programs. This system gives daily feedback to the students and teachers on their progress in the program.

In addition, we have hired a school secretary at Cleghorn. Part of her duties is to invigilate exams to provide extra support to the secretarial individualized classes as well as the Online Campus.

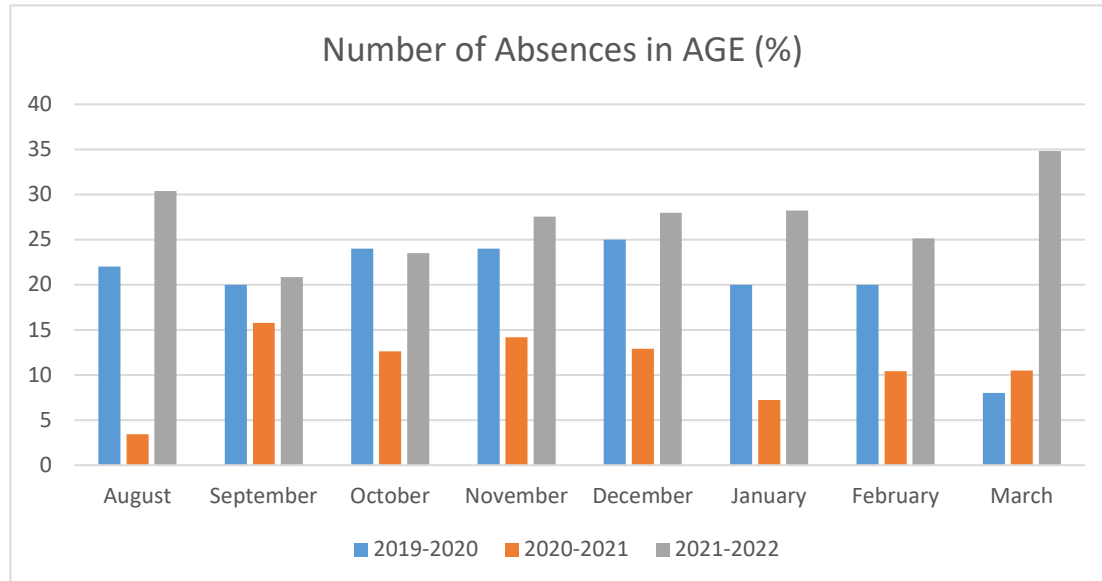
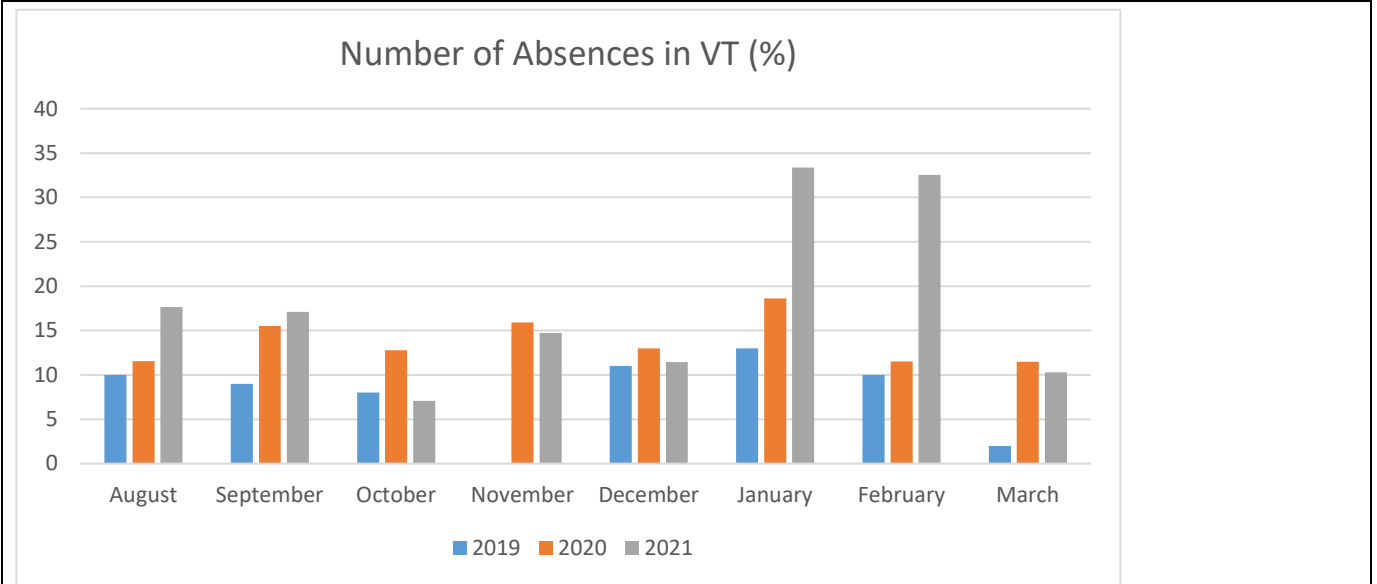
**AGE:**

In AGE, Math and Sciences as well as English and French are offered in an individualized model as well. As AGE is funded on attendance, we do not have the same problem we encounter in Vocational Training.

### RESULTS

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<b>AUGUST 2019 – FEBRUARY 2020 DATA</b> <b>AGE AVERAGE: 22%</b> <b>VT AVERAGE: 10%</b>	<b>AUGUST 2020 – MARCH 2021 DATA</b> <b>AGE AVERAGE: 11%</b> <b>VT AVERAGE: 14%</b>	<b>MAY 2021 – MARCH 2022</b> <b>AGE AVERAGE: 26.23%</b> <b>VT AVERAGE: 18.02%</b>	<b>TO BE ADDED AT THE END OF THE SCHOOL YEAR</b>

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SINCE OUR LAST REPORT, WE HAVE NOT UPDATED THE NUMBER OF ABSENCES AS WE ARE LOOKING AT ONLY THREE COMPLETE MONTHS (AUGUST-OCTOBER). WE WILL UPDATE OUR ABSENCE DATA IN THE FINAL REPORT.



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THE TYPE OF STUDENT IN AGE PREFERS TO LEARN AT SCHOOL THAN AT A DISTANCE. THIS IS STILL TRUE. A NUMBER OF STRATEGIES HAVE BEEN PUT IN PLACE TO INCREASE ATTENDANCE AND IT WILL BE INTERESTING TO SEE IF THERE WILL BE A CHANGE AT THE END OF THE YEAR.

FOR VT, WE ARE USING DIFFERENT TEACHING MODELS ADAPTED TO THE PROGRAMS. SOME PROGRAMS ARE FULLY ONLINE SINCE THE FALL OF 2020 (SECRETARIAL, ACCOUNTING, STARTING A BUSINESS, SCHOOL DAYCARE EDUCATOR) WHILE OTHERS ARE PARTIALLY ONLINE AND PARTIALLY AT THE CENTRE (HEALTH, AUTOMOBILE MECHANICS, STATIONARY ENGINE MECHANICS). THE DIFFERENT APPROACHES ARE OFFERED TO MEET STUDENTS' NEEDS.



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<b>OBJECTIVE</b>	<b>Improve literacy and numeracy skills in the adult population</b>
<b>INDICATOR</b>	Number of students who are obtaining 70% or more in Competency 3 in Secondary 5 English
<b>TARGET</b>	AGE – Increase the number of students who are succeeding (70% and more) Competency 3 in English V by 5% by 2022
<b>ACTIONS UNDERTAKEN</b>	<p><b>Action # 1</b> Implementation of Step Up to Writing Secondary 1-5.</p> <p><b>Action # 2</b> Broaden the implementation of the Step Up to Writing program to raise the level of literacy understanding to other subjects in A.G.E. programs</p>
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	MEASURE #
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<p><b>Action # 1</b></p> <p>After evaluation and review by the English Team in conjunction with the pedagogical consultant and administration, it was determined that this system, although a great resource, will not be used as a tracking tool.</p> <p>All new teachers should be introduced to this resource as a pedagogical tool and this in all programs in AGE.</p> <p><b>Action # 2</b></p> <p>Some of the components are used in other subjects: Mad World, Sciences.</p>

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RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<p>79 STUDENTS WERE REGISTERED TO ENG51033 AT ONE POINT IN 2019-2020 IN CENTRE 310.</p> <p>42 STUDENTS WROTE AN EXAM (53.1646%)</p> <p>25 STUDENTS SCORED 70% OR HIGHER (59.5238% PASSED OUT OF 42 STUDENTS WHO WROTE</p> <p>37 STUDENTS DID NOT WRITE AN EXAM (46.8354%)</p>	N/A	N/A	
REFLECTION ON ACTION AND RESULTS				
<p>AS WE DID NOT HAVE DATA IN 2018-2019, WE WILL BE USING 2019-2020 AS OUR BASE LINE.</p> <p>AS STATED IN OUR PREVIOUS REPORT, THE TEACHERS REVIEWED THE PROGRAM AND ASSESSED IT AS A TRACKING TOOL TO ENSURE STUDENT SUCCESS. IT WAS DETERMINED THAT, ALTHOUGH THIS PEDAGOGICAL TOOL IS VERY USEFUL, IT WILL NOT BE USED TO TRACK STUDENT SUCCESS.</p> <p>MOVING FORWARD, WE WILL HAVE A DISCUSSION ON HOW TO BEST TRACK AND AFFECT THIS INITIATIVE.</p> <p>A LITERACY DIAGNOSTIC TOOL (READ FORWARD FROM MINISTRY OF ALBERTA) IS BEING PILOTED IN THE ENGLISH CLASSES (2021-2022). IT IS CURRENTLY UNDER EVALUATION TO DETERMINE IF THIS WOULD BE A BENEFICIAL TOOL TO HELP STUDENTS SUCCEED.</p>				

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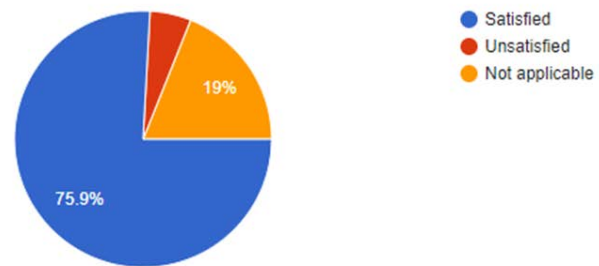
<b>OBJECTIVE</b>	<b>Offer a welcoming, safe and caring living environment that fosters discussion, communication</b>
<b>INDICATOR</b>	Student involvement and overall satisfaction with school life.
<b>TARGET</b>	To be established 2019-2020
<b>ACTIONS UNDERTAKEN</b>	<p><b>Action # 1</b> Develop and administer a satisfaction survey to students (end of semester A.G.E., and end of program V.T.)</p> <p><b>Action # 2</b> Develop and publicize a calendar of events</p> <p><b>Action # 3</b> Maintain &amp; develop activities reflective of our multicultural clientele</p> <p><b>Action # 4</b> Establishing a clean and welcoming climate.</p>
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	MEASURE # ACCROCHE TOI FP (15197) AND ACCROCHE TOI FGA (15166)
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<p><b>Action # 1</b></p> <p><i>First survey was given in December 2019.</i> We received 231 responses.</p> <p><i>Second survey was sent in June 2020 in link with the COVID situation.</i> We received 86 responses.</p> <p>As we have had to move away from the Centre and to online teaching, the focus of the survey also changed.</p> <p><i>Third survey was done in March of 2021</i> and we were happy to report that with this new survey, we have kept the level of satisfaction of our student population high.</p> <p>Students also seem happy with the level of communication received throughout this difficult situation.</p> <p><i>Fourth survey was done in the Fall of 2021 and the latest survey was done in February of 2022</i> We received 159 responses</p> <p><b>Latest survey was done in the Fall of 2022.</b> Unfortunately, we did not receive a lot of responses: only 58.</p>

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It would seem that the level of satisfaction regarding technological support is still quite high. If you remove the numbers in the NA category, the level of satisfaction is 93.7%.

How do you feel about the level of technological support that you have received from ACCESS?

58 responses



Some of the comments students shared :

### On Mental Health support:

- *Teachers need to be more understanding of the different stresses that come with the pandemic (arriving late, being absent, more time for longer assignments). Most students felt supported by their teachers*
- *Students felt comforted knowing that they could talk to someone at ACCESS*

### Areas to improve:

- *In ACCESS I received more care ,attention, encouragement, knowledge what I ve never received in my prior education in any of the institution I ever attended. Thank you*
- *This school is honestly a great institution!!! And I speak very highly about it*
- *Having some remedial classes for online students or some availability of teachers after class to ask questions mostly online classes.*

### Action # 2

In order to adapt to our new reality, the common calendar has been replaced by a Power Point slide show. This outlines YMCA and Student Council activities as well as different initiatives, ped days and online days. We will be looking at a way to make this available online for our virtual learners. Maybe, once Mozaik portail is activated for Adult and Vocational students, it could be added.

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In addition, there are regular daily announcements to inform and remind our staff and students of the different activities taking place.

### Action # 3

Activities have been adapted and adjusted to our new reality. Santé Publique guidelines vary depending on the pandemic situation. This affects the number of students present in the Centre at any particular time.

As restrictions are being lifted, we are able to extend our offer of activities.

Some examples are:

*Halloween, Cultural Scavenger Hunt, Remembrance Day, Winter activities, Black History Month, Multi-cultural day, Valentines' Day, Hooked on School, St-Patrick's Day, Easter, multicultural holidays as well as green activities (book box, bring your bikes in, community bulletin board, clothes drive)...*

*Virtual: Mental Health Awareness Walk*

....

The YMCA is back, "en presence", in the building, since last school year and many activities are being organized for our students. In the 2021-2022 school year, they serviced 3086 participants with 124 different youths reached. They offered 126 activities.

In both Cleghorn and Guimond Centres, Ping pong tables have been added for student use. They are used during lunch and break times.

In addition, with the renovations at Cleghorn, we are now able to offer quiet study space to our clientele. This is a direct response to student requests shared through student council.

Physical activities at the city gym are organized: Soccer, Basketball... as well as Soccer at the Bell Centre

Finally, we have organized a few workshops 'blanket exercises' in which both staff and students have and will participate this school year to sensitize them to the First Nations' reality.

### Action # 4

Offering orientation sessions in Winter, 2021 for all students (online session, overview of Centre and resources).

Welcoming committee in the morning.

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	<p>Cleghorn has undergone renovations. We have increased the size of the cafeteria, added two quiet space study areas for students and updated our look to provide a cleaner, better adapted environment for our students to study and be successful.</p>
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RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<p><b>OUT OF 86 RESPONSES (JUNE 2020 SURVEY) THE LEVEL OF SATISFACTION REGARDING SUPPORT TO STUDENTS WAS 81.4% POSITIVE</b></p>	<p><b>OUT OF 164 RESPONSES (DECEMBER 2020 SURVEY), THE LEVEL OF SATISFACTION REGARDING SUPPORT TO STUDENTS WAS 89% POSITIVE</b></p>	<p><b>OUT OF 159 RESPONSES (FEBRUARY 2022 SURVEY), THE LEVEL OF SATISFACTION REGARDING SUPPORT TO STUDENTS WAS 81.8% POSITIVE</b></p>	<p><b>OUT OF 58 RESPONSES (FALL 2022) THE LEVEL OF SATISFACTION REGARDING SUPPORT TO OUR STUDENTS WAS 93.7%</b></p>

#### REFLECTION ON ACTION AND RESULTS

THIS SCHOOL YEAR HAS SEEN A NEW LOOK FOR ACCESS CLEGHORN. RENOVATIONS TOOK PLACE AT OUR SCHOOL TO OFFER QUIET STUDYING SPACES FOR STUDENTS AND A MORE CONDUCTIVE SPACE FOR STUDENTS' SUCCESS. THE NEW LOOK INCREASES MOTIVATION IN OUR STUDENTS AND THE EXTRA STUDY SPACE WAS A DIRECT RESULT OF RECOMMENDATIONS FROM OUR STUDENTS COUNCIL'S RECOMMENDATIONS.

THE DIFFERENT ACTIVITIES CELEBRATING MULTI-CULTURALISM AS WELL AS THE INCLUSION OF ACTIVITIES PROVIDED BY OUR PARTNER THE YMCA, HELPS ENHANCE THE STUDENT'S EXPERIENCE AND AS A RESULT THEIR SUCCESS.

WE ARE HAPPY TO REPORT THAT THE LEVEL OF SATISFACTION, FROM OUR STUDENT POPULATION, IS STILL HIGH WITH AN OVER 90% POSITIVE RESPONSE TO QUESTIONS REGARDING SUPPORT PROVIDED TO THEM.



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